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FWS Job Grading Standard for Leader WL/NL

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NOTE

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Job Grading Standard for Leader WL/NL

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COVERAGE OF STANDARD

This standard is used to grade the jobs of leaders who as a regular and recurring part of their jobs, and on a substantially full time and continuing basis, lead three or more workers to (a) accomplish trades and labor work or (b) train them in the nonsupervisory work of a trades and laboring occupation.

Both types of leaders are responsible to their supervisors for assuring that the work or training assignments of the group led are carried out.

It should be noted that sometimes working and training leader duties are assigned in a manner that does not meet the requirements for coverage under this standard. Examples of such duties which are not covered by the standard are those performed only in the absence of the regular working or training leader, to "assist" working or training leaders to meet emergency workloads, on a rotating basis with other employees, or for training purposes to gain qualifying experience for a higher grade position. Duties such as these do not meet the requirement that they be performed as a regular and recurring part of the job, and on a substantially full time and continuing basis. (When such a situation occurs, the position involved is graded under the regular nonsupervisory grading structure and not under the leader structure.)

In other situations, employees have leader type responsibility on a regular but periodic or intermittent basis (e.g., for one day in every five day work week or for one week in every month). Although such employees have leader responsibility as a regular and recurring part of their jobs, in such situations the leader responsibility is not exercised on a substantially full time and continuing basis as required for coverage under this standard. (When such a situation occurs, the position is graded under the regular nonsupervisory grading structure and not under the leader structure.)

Part I of this standard contains additional information, instructions, and the criteria to be used in grading the jobs of working leaders.

Part II of this standard contains additional information, instructions, and the criteria to be used in grading the jobs of training leaders.

PART I - WORKING LEADERS

Working leaders must have the ability to lead three or more other workers to accomplish trades and labor work, including as a paramount requirement, sufficient skill in and knowledge of the trades and labor work performed by the group led to effectively carry out the duties of working leaders outlined below. Working leaders also perform regular nonsupervisory (i.e., non-leader) work that is usually of the same kind and level as that done by the group led.

Thus, working leaders in positions covered by this standard are nonsupervisory workers who, in addition to the exercise of leader responsibility, perform regular nonsupervisory (i.e., non-leader) trades and labor work as members of the work crews or groups they lead. Typically, working leader tasks, such as these listed in this standard are performed by leaders at various times throughout the work day (or work shift) as needed or as otherwise appropriate. Thus, the working "leader" tasks are mingled with the accomplishment of other regular nonsupervisory (non-leader) work. The amount of time spent by working leaders in accomplishing leader tasks, as distinct from regular non-supervisory work, varies with work situations and operating needs.

However, the leader responsibility assigned to a position remains in effect and continues to be exercised even when, as discussed above, the leader is personally engaged at various times during the workday (or shift) in non-leader work. Therefore, the percentage of time during a work day (or shift) spent in the performance of "leader" tasks should not in itself be considered in determining whether positions meet the criteria for coverage as leader under this standard. Rather, in addition to all other criteria, users of the standard must consider whether leader responsibility has been assigned officially by competent management authority as a regular and recurring part of the job and is (or, in the case of a vacant position, will be) exercised on a substantially full time and continuing basis.

WORKING LEADER DUTIES

Typical duties of a working leader are:

- Passing on to other workers the instructions received from supervisors and getting work started, e.g., by assigning the immediate tasks to be performed by individual members of the group led;
- Working along with other workers and setting the pace;
- Demonstrating proper work methods;
- Seeing to it that needed plans, blueprints, materials, and tools are available, and that needed stock is obtained from supply locations;

- Obtaining needed information or decisions from supervisors on problems that come up during the work;
- Maintaining a current knowledge, and answering questions of other workers on procedures, policies, written instructions, and other directives (for example, technical orders);
- Seeing to it that there is enough work to keep everyone in the work crew busy;
- Checking work while in progress and when finished to see whether the supervisor's instructions on work sequence, procedures, methods, and deadlines have been met;
- Urging or advising other workers to follow instructions received from supervisors, and to meet deadlines;
- Assuring that safety and housekeeping rules are followed (for example, assuring that limits of safe machine operation are not exceeded and that all tools are used properly);
- Reporting to supervisors on status and progress of work, and causes of work delays; and
- Answering questions of supervisors on overall work operations and problems (for example, concerning additional on-the-job training requirements for individual employees).

JOBS NOT COVERED BY THIS STANDARD

The jobs of the following kinds of employees should not be graded as working leaders under this standard:

- Employees who are accountable as supervisors for planning, scheduling, and directing work operations, evaluating work performance, and taking necessary action to assure that the work of subordinate employees meets standards of quantity and quality. (A separate grading standard is provided for supervisors.)
- Employees who have "shift" responsibility in utility operations, but do not lead three or more other workers. (On night shifts and during weekends, one employee may be in charge of work operations when a supervisor is not available for technical advice and guidance. This may require the performance of additional and more responsible duties in locating problems, determining and taking actions necessary to maintain operations, and relaying instructions to the person in charge of the next shift, including problems encountered and actions taken.) The position of such an employee is graded under the nonsupervisory grading structure.

- Employees who in performing their own work are assisted by helpers, laborers, or other lower-level workers.
- Employees who have "project" responsibility but do not lead other workers. In some work situations, employees are responsible for projects where some of the work needed to complete the projects is done ("farmed-out") by other employees. Where the other employees do such work under the immediate direction of their regular supervisor, the job of the employees with "project" responsibility is considered to be nonsupervisory (i.e. non-leader) in nature.
- Employees who are responsible for work assignments, requiring only one or two other workers. The jobs of such employees have as their primary responsibility personal work accomplishment. Responsibility for work assignments involving one or two other persons is not sufficient to warrant being graded as a leader. Such jobs are graded under the appropriate nonsupervisory grading standards.

In some situations, work may be done by persons other than civilian Federal employees, such as patients or inmates of institutions, military personnel, and others. In determining whether an employee is a working leader, such persons should be counted if the employee is responsible for their work assignments on a substantially full-time and continuing basis, as a regular and recurring part of the job.

TITLES AND CODES

Jobs covered by this standard which involve leading other workers to accomplish trades and labor work are identified by adding the word "Leader" to the job title of the occupation in which the working leader is qualified *and* which reflects the nonsupervisory work performed by the leader. For example:

**CARPENTER LEADER
PAINTER LEADER
ELECTRICIAN LEADER**

The occupational code of a working leader job is the same as the code for the occupation reflected in the title.

JOB GRADING CRITERIA

Under this standard, working leader jobs are graded on the basis of the highest level of nonsupervisory work **led**. The resulting leader grade reflects the relative worth of the working leader job being graded in comparison with other working leaders, and its direct pay relationship to the employees led.

A minimum of **three** workers led is required for coverage under this standard. However, except for this minimum requirement, *the number of workers led and the variety of occupations in which they perform work does not affect the grade of a working leader job.*

Because of the limited nature of leader responsibility, these factors do not significantly affect the difficulty and responsibility involved in performing the duties of a leader. Thus, where the employees of the group led perform work at the same grade in a variety of occupations, an extra grade could not be added because of that variety to the level on nonsupervisory work used in grading the working leader job. However, where the number of workers led is more than 12, the job should be carefully reviewed to determine whether it is really that of a working leader covered by this standard rather than that of a supervisor.

In applying the grading table to working leader jobs, the grade to be used usually is the grade of the highest level nonsupervisory employee in the group led (other than the leader). However, care should be taken to assure that this grade reflects the level of the nonsupervisory work actually led. For example:

- The grades of employees assigned to a work crew from a "pool" may reflect the level of their other work assignments rather than the work they do when they serve as members of the work crew.
- The highest level employee assigned to the group led may do work in an occupation in which the working leader is not fully qualified. The level of such work should be used to grade the working leader job only where the leader, although not fully qualified, has enough knowledge of the occupation to lead the work involved (for example, pass on instructions from the supervisor, assign immediate tasks to be performed, demonstrate work methods, check work, and report to the supervisor on work status or cause of work delays).
- The highest level employee, although assigned to the group, may receive little or no leadership from the working leader in performing his work (for example, where the employee is an "expert" in his work, or performs above the normal journeyman level of his occupation). In this case, the grade of the highest level employee does not reflect the level of the nonsupervisory work actually led, and should not be used to grade the working leader job.

Thus, in grading working leader jobs, consider only work where the leader performs all or most of the working leader duties described in this standard under Coverage of Standard.

Where the nonsupervisory (non-leader work personally done by a working leader is at a higher grade than the work done by the employees led, the nonsupervisory (non-leader) work and the working leader duties first, are graded separately. The final grade of such a job is then

determined by selecting the working leader grade or regular nonsupervisory grade which results in the highest pay rate for the employee. (Note: Where the final grade of such a job is based on its non supervisory- non-leader) work, the job is titled, coded and graded as a regular non-supervisory job, and not as a working leader job. However, the fact that such an employee performs working leader duties can be shown by adding in parenthesis the word "Leader" to the basic nonsupervisory title, for example, Carpenter (Leader) NA or WG-4607-9.

WORKING LEADER GRADING TABLE

After determining the highest level of nonsupervisory work led, use the grade determination chart below to arrive at the grade level for the working leader job.

GRADE DETERMINATION CHART

Level of Highest Grade Work Led by the Working Leader

| Grade | WL/NL Grade |
|--------------|--------------------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |
| 10 | 10 |
| 12 | 12 |
| 13 | 13 |
| 14 | 14 |
| 15 | 15 |

PART II - TRAINING LEADERS

Training leaders must have the ability to lead 3 or more workers in performing trades and labor training assignments, including as a paramount requirement sufficient skill in and knowledge of the trades and labor occupation or work in which training is given to effectively carry out the duties of training leaders outlined below. Training leaders also must have, as a second requirement, practical knowledge of the methods and techniques of instruction.

TRAINING LEADER DUTIES

Typical duties of a training leader are:

- Conducting training sessions designed to update, improve, or upgrade the knowledge and skills of others;
- Selecting, modifying, and using various instructional methods and techniques;
- Obtaining textbooks, magazines, bulletins, charts, educational and instructional media, directives, and other training materials for use during training sessions, and developing training materials as needed;
- Showing others proper trade techniques and practices, and explaining safety precautions to be followed in setting up machinery and equipment, and giving instruction in the use of layout techniques, power tools, materials, measuring devices, precision instruments, and safety devices;
- Making class and outside work assignments consistent with daily lesson plans, scheduling practical exercises to accommodate time limitations, and monitoring class work to ascertain progress;
- Encouraging good class attendance and conduct, and motivating other workers to achieve training objectives;
- Offering counsel and guidance to those striving to improve performance in the training course;
- Evaluating the progress of workers in terms of such factors as interest, cooperation, assimilation of basic fundamentals and theory, and practical application of work methods;
- Developing and administering informal examinations of workers to test their progress in the training;
- Maintaining individual progress charts showing type of work and equipment worked on, and performance rating for each type of work; and

- Discussing with shop supervision and training personnel, problems and other issues concerning the training of workers.

JOBS NOT COVERED BY THIS STANDARD

The jobs of the following kinds of employees should not be graded as training leaders under this standard:

- Employees in positions that primarily involve advising on and promoting apprenticeship training for workers in industry. (See the Apprenticeship and Training Series, GS-243.)
- Employees in positions that involve staff assistance to agency management in the job orientation, training, and planned development of employees within the Federal Government, when the key requirement is a knowledge of the objectives, methods, and organization of personnel management, in addition to training knowledges. (See the Employee Development Series, GS-235.)
- Employees in positions that require the application of full professional knowledge of the theories, principles, and techniques of instruction. (See Education and Vocational Training Series, GS-1710.)
- Employees in positions that require practical but less than full professional knowledge of the methods and techniques of instruction when such positions do not have as their paramount requirement (a full knowledge and experience at the target level in the trade or craft for which personnel are being trained or (b) trade experience and knowledge of sufficient depth and range at the level of the trade at which they are giving training to permit them to extend and improve the skills of others. For example, in some situations, trade or trade related courses such as electricity, surveying, air conditioning and refrigeration controls, industrial and commercial heating, electronics, teletype maintenance, aircraft fundamentals, and flight engineering are taught from textbooks, manuals, and other reference material in a classroom and laboratory setting. Various instructional techniques are used such as lecturing, discussion, and demonstrations. Also utilized are training aids such as movies, slides, flip charts, video tape, transparencies, and laboratory models for demonstrating the practical application of theory. No on-the-job training is provided. This instruction is conducted in the traditional classroom or laboratory/workshop situation and is designed to provide the student with the fundamentals and rudimentary skills of a trade or craft. The courses are typically highly structured, short, and repetitive.

Although in such situations instructors may be required to have some trade background, knowledge and experience in a trade, craft, or laboring occupation is not a paramount requirement. (See the Instruction Series, GS-1712.)

- Employees in positions which have as their paramount requirement knowledge of the principles and techniques of recreation. Such positions may include instructional work such as personally providing instruction in specialized arts and handicrafts or in trades such as automobile repair and carpentry. Although the personal instruction in "blue collar" trades provided by these positions occasionally may exceed the elementary skill level, the positions do not have as their paramount requirement experience and knowledge of the involved trade. (See the Recreation Specialist Series, GS-188.)
- Employees in positions in which some knowledge of various trades and manual laboring procedures is desirable or even required, but do not have as their paramount requirement knowledge and experience in performing the work of a specific trade and laboring occupation. For example, courses such as industrial safety, mechanical drawing, oral communications, and industrial organization are excluded when their contents apply alike to various occupations, and do not necessitate knowledge and skill in a particular trade on the part of the person giving the training.

In any trade, higher level workers may, as a normal part of their duties, be required to direct or guide lower grade workers who have been assigned to assist in accomplishing the same work project. Experienced workers in a trade may also be required to demonstrate or explain particular work methods and procedures to personnel receiving on-the-job training in the trade. Such responsibilities do not warrant extra grade consideration. In other situations, employees may be selected to receive special training such as in new techniques and methods, or in the operation and maintenance of new equipment, and then be required to demonstrate what was learned to other workers. These demonstrations are informal and require few special instructional techniques or communicative skills of the demonstrator. Nor is the demonstrator responsible for the degree to which others learn from the demonstrations. In situations such as these, the demonstrator's position is not graded under this standard.

TITLES AND CODES

Jobs covered by this standard which involve leading other workers for the purpose of training them in trades and labor work are identified by adding the words "Training Leader" to the job title of the occupation in which the training leader is qualified to conduct training courses. For example:

**PIPEFITTER TRAINING LEADER
FORK LIFT OPERATOR TRAINING LEADER
WELDER TRAINING LEADER**

The occupational code of a training leader job is the same as the code for the occupation reflected in the title.

JOB GRADING CRITERIA

Under this standard, training leader jobs are graded on the basis of (a) the grade level of trades and labor work involved and (b) the type of training leader job discussed below.

GRADE LEVEL INVOLVED

For the purpose of grading training leader jobs, the "grade level involved" is either (a) the grade level of the nonsupervisory work (target grade) for which the trainees qualify upon completion of the training course, or, if no target grade can be identified, (b) the highest nonsupervisory level of trade skill and knowledge required of the trainer. For example, if training in the operation of fork lifts qualifies the trainees for grade 5 fork lift operator work, the training leader job is graded on the basis of the grade 5 target grade. Similarly, if successful completion of a training course qualifies the trainees for grade 6 fork lift operator work, the training leader job is graded on the basis of the grade 6 target grade.

However, some training leaders conduct training courses which in themselves do not qualify students for jobs at specific target levels. Examples of such courses are special safety procedures and radiological controls. The class may consist of students at the same grade level or at various grade levels of an occupation. In situations such as these, in which no target grade is identifiable, the training leader job is graded on the basis of the highest nonsupervisory level of trade skill and knowledge required of the trainer. For example, if the class consists of workers some of whom are at grade 10 and others at grade 11, but the trade skill and knowledge required of the trainer is at grade 10, then the training leader job is graded on the basis of the grade 10 level and not the grade 11 level.

A minimum of **three** workers led in the performance of training assignments is required for coverage as a training leader under this standard. However, except for this minimum requirement, the number of students in the training class, their occupation, and grade level do not affect the grade of the training leader.

In making the above determinations, consider the full range of courses and subject matter areas in which training is given by the training leader in question during the period of a full work cycle. For example, in formal apprenticeship programs such work cycles may involve several years.

TYPE OF TRAINING LEADER JOB INVOLVED

Before applying the grading table for training leaders, the type of training leader position being graded also must be determined as indicated below.

Note that as used in this standard, a "formal organized training program" is defined as a program of instruction which has been officially established by competent management authority to attain a

specified objective or goal within a pre-planned time frame. It sets forth the planned and scheduled training to be accomplished commencing with the initial session until the completion of the course.

TRAINING LEADER TYPE A

Training leaders, Type A, conduct training sessions under formal organized training programs designed to update, extend, or improve the skills of workers, or to cross train full performance workers of one trade to an intermediate skill level of another trade. Type A training sessions either (a) stress practical training involving little or no classroom type instruction, or (b) involve training in limited, narrow, or specialized aspects of a particular trade, such as blueprint reading or trade mathematics for machinists.

Training leaders, Type A, have as their paramount requirement experience in and knowledge of sufficient depth and range at the level of the particular trade at which they are giving training to permit them to conduct training sessions of this type. (As noted under the JOBS NOT COVERED section of this standard, when the contents of the training sessions conducted are applicable alike to various occupations, and do not necessitate as a paramount requirement knowledge and experience in a particular trade, the positions of the persons conducting the training are excluded from coverage and are not graded as those of training leaders under this standard). In addition to the paramount requirement for trade experience and knowledge, training leaders must also be able to communicate effectively with students, both by oral means and by demonstrating work methods and techniques, particularly when utilizing on-the-job training methods. They are skilled in observing and testing students to determine their progress and performance.

Typical of this type of training are the following:

1. Updating or extending the skills of full performance workers in the methods, techniques, practices, tools, and manual skills of their trade when these are modified by the special requirements of reactor plant work, radiological controls, and special safety procedures.
2. Training full performance workers in the application of a special skill, such as silver brazing, to their particular trade.

Training leaders, Type A, conduct training sessions in which the practical aspects of the trade are emphasized, usually utilizing the on-the-job method of instruction. The proper technique or method of operation is demonstrated and explained to the worker who, subsequently, tries to duplicate it. Testing is done by observation as the worker performs the complete operation. Instruction in subjects involving trade theory is seldom included. These training programs are usually of short duration, extending over a period of a few days to a few weeks.

There are occasions when the classroom method of instruction is employed as in a program designed to train individuals how to perform their duties on nuclear powered vessels or to teach some narrow or specialized aspect of the trade such as blueprint reading, characteristics of materials, or trade mathematics. Training leaders, Type A, typically conduct such training classes involving a single course which may or may not qualify the worker for a higher skill level of the trade upon completion of the course. They develop and revise daily lesson plans indicating the subject matter to be covered, the training materials to be used, and the method of presentation; develop and administer quizzes or informal examinations to test progress of class and, for certification and recertification purposes, administer and grade written, practical, and oral exams; maintain a record of each student's performance rating; offer counsel and guidance to students striving to improve performance; and report disciplinary problems to shop supervision.

TRAINING LEADER TYPE B

Training leaders, Type B, conduct training sessions under formal organized training programs which cover all phases of a recognized trade or line of work and are designed to progressively improve the student's skills. These training programs combine the on-the-job and classroom methods of instruction in the theory and practices of the trade or line of work. Examples of such programs are apprenticeship training plans or similar formalized plans such as those for advancing helpers to an intermediate target level or through all intermediate skill levels culminating at the full performance level.

Training leaders, Type B, typically conduct courses covering two or more different areas of the particular trade or line of work in which training is given, including the trades and labor occupational knowledges, skills, techniques, methods, procedures, and practices involved (for example, concurrently conducted courses in blueprint reading and characteristics of materials; or trade drawing, machine setup, and fabrication of parts).

Because of the breadth of knowledges and skills in which training is given, Type B training leaders have as their paramount requirement full knowledge and experience at the target level of the trade for which personnel are being trained. They must be knowledgeable of all phases of the trade appropriate to the target level so as to provide such personnel as apprentices, trainees, and helpers with the background knowledge and information required to perform at the target level and to provide a foundation for adjustment to future technological changes affecting the trade. This includes an intensive understanding of the use of measuring devices, precision instruments, tools, machinery, safety procedures, and materials used in the specific trade. They must also have the ability to utilize various instructional methods so that others will gain knowledge of the safety precautions, work sequences, procedures, and other trade practices consistent with the objectives to be accomplished. As appropriate with the objectives, they may be required to have knowledge of related subjects such as written and oral communications, shop mathematics, trade science, trade theory, and organizational

relationships, policies, and practices that are usually taught in formalized programs such as apprenticeship programs.

In conducting training courses, training leaders, Type B, also furnish input in developing course outlines, job breakdowns, and testing and evaluation materials in the form of technical data, interpretation of specialized terminology, and information gained from personal experience, study of technical orders, trade magazines, and manufacturer's manuals, and completion of courses conducted by manufacturers or Federal agencies.

They revise and adapt daily lesson plans, based on course outline and needs of organization, portraying order of subject matter presentation, summaries, assignments, demonstrations, aids, and interim questions; develop and administer quizzes or informal examinations to test progress of class; administer previously prepared written and practical work assignment tests designed to measure progress of trainees and adequacy of training; prepare periodic appraisals for each trainee and maintain progress charts showing type of work and equipment worked on and performance rating on each type of work.

During that period of time in which training leaders exercise direct control over the student's activities, the trainers certify attendance; counsel students who appear to be falling behind in level of proficiency and suggest how improvement can be made; maintain classroom decorum, and report disciplinary problems to shop supervision.

TRAINING LEADER GRADING TABLE

| Target Grade or Highest Level of Trade Skill and Knowledge Required (by the training leader) | Training | Leader |
|---|----------|--------|
| | WL/NL | Grades |
| Grade | Type A | Type B |
| 1 | | 1 |
| 2 | 1 | 2 |
| 3 | 2 | 3 |
| 4 | 3 | 4 |
| 5 | 4 | 5 |
| 6 | 5 | 6 |
| 7 | 6 | 7 |
| 8 | 7 | 8 |
| 9 | 8 | 9 |
| 10 | 9 | 10 |
| 11 | 10 | 11 |
| 12 | 11 | 12 |
| 13 | 12 | 13 |
| 14 | 13 | 14 |
| 15 | 14 | 15 |